

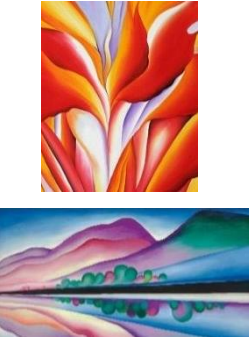

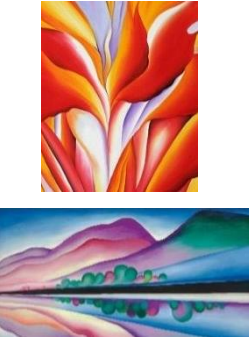

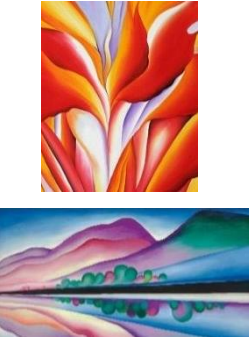


# Year 1 - Painting

## What are primary and secondary colours?






Prior Learning	Learning Objectives	What success looks like
<p><b>Reception key question:</b> How can paint be applied in different ways to create different textures?</p> <ul style="list-style-type: none"> <li>Know that paint can be applied in different ways.</li> <li>Understand that paint can create different textures.</li> <li>Understand how to change properties of paint using water.</li> </ul>	<ul style="list-style-type: none"> <li>To explore primary and secondary colours.</li> <li>To represent primary and secondary colours on a colour wheel.</li> <li>To experiment with warm and cool colours.</li> <li>To paint from observation.</li> <li>To combine paint and collage.</li> </ul>	<ul style="list-style-type: none"> <li>Children select thick and thin paintbrushes for purpose</li> <li>Children hold thick and thin paintbrushes close to the end for control and detail.</li> <li>Children show control when using painting tools.</li> <li>Children mix colours using poster paint, powder paint watercolour.</li> <li>Children understand the different properties of the paint types.</li> </ul>

Key Vocabulary	Reference Images	End Point		
<p><b>Primary colours-</b> The primary colours are those which cannot be created by mixing other colours in a given colour space.</p> <p><b>Secondary colours-</b> A secondary colour is a colour made by mixing of two primary colours.</p> <p><b>Colour wheel-</b> A colour wheel shows you how colours relate to each other cold and warm colours</p> <p><b>Warm colours</b> — one side of the colour wheel that includes red, yellow, and orange. This evokes warmth because they remind us of things like the sun or fire.</p> <p><b>Cool colours</b> — the other side of the colour wheel that includes blue, green, and purple. This evokes a cool feeling because they remind us of things like water or grass.</p>	 <p>The reference images include:         <ul style="list-style-type: none"> <li>A series of color mixing charts showing combinations of primary colors (red, yellow, blue) to create secondary colors (orange, green, purple).</li> <li>A vibrant, abstract painting with swirling warm and cool colors.</li> <li>A color wheel diagram with labels for 'Warm Yellow', 'Cool Yellow', 'Orange Family', 'Green Family', 'Violet Family', 'Warm Red', 'Cool Red', 'Cool Blue', and 'Warm Blue'.</li> <li>A circular color wheel with primary and secondary colors.</li> <li>A set of color swatches categorized into 'warm colors' (red, orange, yellow, brown) and 'cool colors' (blue, green, purple, black, grey).</li> </ul> </p>	<p><b>End Point</b></p> <p>Know primary and secondary colours Know how primary and secondary colours are presented on a colour wheel. Name some warm and cold colours and explain why artists may use them.</p> <p><b>Artist References</b></p> <table border="1"> <tr> <td data-bbox="1512 1034 1843 1439"> <p><b>Joan Miro</b></p>  </td> <td data-bbox="1852 1034 2141 1439"> <p><b>Georgia O'Keeffe</b></p>  </td> </tr> </table>	<p><b>Joan Miro</b></p> 	<p><b>Georgia O'Keeffe</b></p> 
<p><b>Joan Miro</b></p> 	<p><b>Georgia O'Keeffe</b></p> 			

# Year 2- Painting

## How can paint be used to create different effects?








Prior Learning	Learning Objectives	What success looks like
<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Know that paint can be applied in different ways.</li> <li>Understand that paint can create different textures.</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>What are primary and secondary colours?</li> </ul>	<ul style="list-style-type: none"> <li>To explore creating tints and shades in a variety of different colours.</li> <li>To experiment with different painting effects such as washes, blocking and thickened paint.</li> <li>To explore paint effects and techniques used by famous artists. (Claude Monet and Paul Klee)</li> <li>To explore texture in an artwork using techniques such as layering, differing brush strokes or varying equipment such as a sponge or spatula.</li> <li>To create a final piece that applies two different painting effects.</li> </ul>	<ul style="list-style-type: none"> <li>Children independently mix primary colours to make secondary colours</li> <li>Children accurately mixes colours using powder paint and watercolour.</li> <li>Children can explain that adding white to colours creates tints and the adding black to colours creates shades.</li> <li>Children can name different types of paint and know their properties</li> </ul>

Key Vocabulary	Reference Images	End Point
<p><b>Tint-</b> a mixture of a colour with white, which increases lightness.</p> <p><b>Shade-</b> a mixture with black, which increases darkness.</p> <p><b>Washes-</b> A term for a visual arts technique resulting in a semi-transparent layer of colour.</p> <p><b>Blocking-</b> A common and relatively simple method of underpainting that allows an artist to quickly sketch out the work by painting in simple "blocks," or shapes, of colour.</p> <p><b>Application-</b> The way in which art materials are transferred to a surface.</p> <p><b>Textures-</b> Texture refers to the surface quality in a work of art. Texture that is created to look like something it is not, is called visual or implied texture.</p>	 <p>SHADES base color + black</p>  <p>TINTS base color + white</p> 	<p>Know how to create tones and tints with paint. Be confident with creating different effects with painting Be able to discuss artist's use of painting effects.</p> <p><b>Artist References</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Claude Monet</b></p>  </div> <div style="text-align: center;"> <p><b>Paul Klee</b></p>  </div> </div>

# Year 3- Painting

## What are complementary colours and how do artists use them in paintings?




Prior Learning	Learning Objectives	What success looks like
<p><b>Year 1-</b> Learnt about primary and secondary colours, warm and cool colours. Created a simple colour wheel.</p>	<ul style="list-style-type: none"> <li>To look at how famous artists have used complementary colours to create an artwork.</li> <li>To explore creating hues using watercolour paints.</li> <li>To create colour wheel that displays tertiary colours.</li> <li>To explore complementary colour combinations.</li> </ul>	<ul style="list-style-type: none"> <li>Children work confidently in different scales (for large scale paintings use bristle brushes and for small scale painting use water colour brushes)</li> </ul>

Key Vocabulary	Reference Images	End Point		
<p><b>Colour wheel-</b> A colour wheel shows you how colours relate to each other and visually demonstrates the relationship between primary, secondary and tertiary colours.</p> <p><b>Primary colours-</b> The primary colours are those which cannot be created by mixing other colours in a given colour space.</p> <p><b>Secondary colours-</b> A <i>secondary colour</i> is a colour made by mixing of two primary colours.</p> <p><b>Tertiary colour-</b> is a colour made by mixing full saturation of one primary colour with half saturation of another primary colour and none of a third primary colour.</p> <p><b>Complementary colours-</b> Two colours that are on opposite sides of the colour wheel. This combination provides a high contrast and high impact colour combination - together, these colours will appear brighter and more prominent.</p>	<p style="text-align: center;">Complementary</p> 	<p style="text-align: center;">Create a colour wheel independently. Be able to identify complementary colours. Name key artists that use complementary colours.</p> <p style="text-align: center;"><b>Artist References</b></p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="1290 863 1756 1318" style="text-align: center;"> <p>Vincent Van Gogh</p>  </td> <td data-bbox="1756 863 2159 1318" style="text-align: center;"> <p>Theresa Paden</p>  </td> </tr> </table>	<p>Vincent Van Gogh</p> 	<p>Theresa Paden</p> 
<p>Vincent Van Gogh</p> 	<p>Theresa Paden</p> 			

# Year 4- Painting



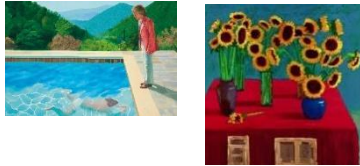

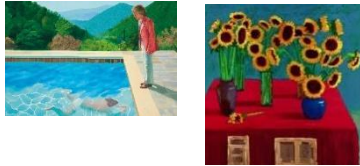

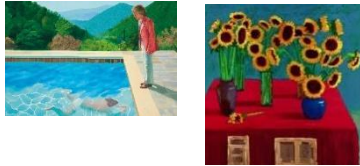

## How do you mix colours to match objects?

Prior Learning	Learning Objectives	What success looks like
<p><b>Year 1-</b> Learnt about primary and secondary colours, warm and cool colours. Created a simple colour wheel.</p> <p><b>Year 2-</b> Learnt to create tints and tones.</p> <p><b>Year 3-</b> Learnt to create hues using water colours.</p>	<ul style="list-style-type: none"> <li>To combine colours and create tints, tone and shades to reflect the purpose of the work.</li> <li>To mix and match colours to objects in the natural or man-made forms.</li> <li>To observe colours on hands and faces - mix a range of flesh colours.</li> <li>To mix and blend colours using a soft and smooth gradient. Colours are blended with little visual appearance of intervals.</li> </ul>	<ul style="list-style-type: none"> <li>Children demonstrate control and accuracy when painting using thick and thin paintbrushes and select for purpose.</li> <li>Children know precise colour language e.g. tint, tone, shade, hue</li> <li>Children demonstrate a secure knowledge of primary, secondary, complementary, warm and cold and contrasting colours.</li> </ul>

Key Vocabulary	Reference Images	End Point
<p><b>Tint-</b> where an artist adds white to a colour to create a lighter version of the colour.</p> <p><b>Tone-</b> refers to the relative lightness or darkness of a colour.</p> <p><b>Shade-</b> where an artist adds black to a colour to darken it down.</p> <p><b>Hue-</b> the origin of the colours we can see.</p>		<p>Be able to mix colours with accuracy to match objects</p> <p>Mix a range of skin colours</p> <p>Be confident when combining colours to create tints, tone and shades</p> <p><b>Artist References</b></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1344 981 1713 1364"> <p><b>Georgia O'Keeffe</b></p>  </div> <div data-bbox="1724 981 2139 1364"> <p><b>Henry Rousseau</b></p>  </div> </div>

# Year 5- Painting
























## How do you create moods in paintings?

Prior Learning	Learning Objectives	What success looks like		
<p>Mixing colours to match natural or man-made forms.</p> 	<ul style="list-style-type: none"> <li>To explore how artists express thoughts and feeling through use of colour and application.</li> <li>To mix colours accurately and understand the properties of a range of different paint types.</li> <li>To experiment with different colours that represent moods.</li> <li>To create a mood painting through use of colour and application.</li> </ul>	<ul style="list-style-type: none"> <li>Children carry out preliminary studies, trying out different media, materials and mixing appropriate colours</li> <li>Children use appropriate painting tools accurately to apply a range of different paint types to a surface.</li> <li>Children demonstrate a secure knowledge of primary, secondary, complementary, warm and cold and contrasting colours</li> </ul>		
Key Vocabulary	Reference Images	End Point		
<p><b>Complementary colours</b>- This particular colour scheme draws from two colours on the opposite side of the colour wheel.</p> <p><b>Warm colours</b> — such as red, yellow, and orange; evoke warmth because they remind us of things like the sun or fire. Warm colours are said to advance towards you as if they are jumping out of the painting.</p> <p><b>Cool colours</b> — such as blue, green, and purple (violet); evoke a cool feeling because they remind us of things like water or grass. Cool colours are said to recede into the background, meaning that they move away from the viewer.</p> <p><b>Inspiration</b>- Inspiration is a feeling of enthusiasm you get from someone or something, which gives you new and creative ideas.</p>		<p>Be able to discuss colours that depict moods in paintings</p> <p>Mix and match colours to objects in the natural or man-made forms</p> <p>Know how hues are created using water colours</p> <p style="text-align: center;"><b>Artist References</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <p><b>David Hockney</b></p>  </td> <td style="width: 50%; text-align: center;"> <p><b>Piet Mondrian</b></p>  </td> </tr> </table>	<p><b>David Hockney</b></p> 	<p><b>Piet Mondrian</b></p> 
<p><b>David Hockney</b></p> 	<p><b>Piet Mondrian</b></p> 			

# Year 6- Painting

## What is composition?

Prior Learning	Learning Objectives	What success looks like
<ul style="list-style-type: none"> <li>Primary and secondary, warm and cold, and complementray colours</li> <li>Know how hues are created using water colours.</li> <li>Know different painting effects such as washes, blocking and thickened paint and discuss how famous artists use these</li> </ul>	<ul style="list-style-type: none"> <li>To explore a range of compositions.</li> <li>To create a composition to be photographed.</li> <li>To refine colour mixing to accurately to depict what they see.</li> <li>To paint a composition.</li> </ul>	<ul style="list-style-type: none"> <li>Children choose appropriate paint, paper and implements to create, adapt and extend work.</li> <li>Children create imaginative work from a variety of sources including their own independent research.</li> <li>Children use a range of painting apparatus can be chosen and applied based on their properties, purpose or outcome.</li> </ul>

Key Vocabulary	Reference Images	End Point																					
<p><b>Composition-</b> The way in which different elements of an artwork are combined or arranged.</p> <p><b>Complementary colours-</b> A colour scheme draws from two colours on the opposite side of the colour wheel.</p> <p><b>Tertiary colour-</b> A colour made by mixing equal amounts of a primary colour and a secondary colour together.</p> <p><b>Warm colours</b> — such as red, yellow, and orange; evoke warmth because they remind us of things like the sun or fire.</p> <p><b>Cool colours</b> — such as blue, green, and purple (violet); evoke a cool feeling because they remind us of things like water or grass.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <h3>The Elements of Design</h3> <p>(the tools to make art)</p> <table border="1"> <tr> <td>Line</td> <td></td> <td>Horizontal, vertical, diagonal, straight, curved, dotted, broken thick, thin.</td> </tr> <tr> <td>Shape</td> <td></td> <td>2D (two dimensional)/ flat Geometric (square, circle, oval, triangle) Organic (all other shapes)</td> </tr> <tr> <td>Form</td> <td></td> <td>3D (three dimensional), Geometric (cube, sphere, cone), Organic (all other forms such as: people, animals, tables, chairs, etc).</td> </tr> <tr> <td>Colour</td> <td></td> <td>Refers to the wavelengths of light. Refers to hue (name), value (lightness/darkness), intensity (saturation, or amount of pigment), and temperature (warm and cool). Relates to tint, tone and shade.</td> </tr> <tr> <td>Value</td> <td></td> <td>The lightness or darkness of an image (or part of an image).</td> </tr> <tr> <td>Texture</td> <td></td> <td>The feel, appearance, thickness, or stickiness of a surface (for example: smooth, rough, silky, furry).</td> </tr> <tr> <td>Space</td> <td></td> <td>The area around, within, or between images or parts of an image (relates to perspective). Positive and negative space.</td> </tr> </table> </div>	Line		Horizontal, vertical, diagonal, straight, curved, dotted, broken thick, thin.	Shape		2D (two dimensional)/ flat Geometric (square, circle, oval, triangle) Organic (all other shapes)	Form		3D (three dimensional), Geometric (cube, sphere, cone), Organic (all other forms such as: people, animals, tables, chairs, etc).	Colour		Refers to the wavelengths of light. Refers to hue (name), value (lightness/darkness), intensity (saturation, or amount of pigment), and temperature (warm and cool). Relates to tint, tone and shade.	Value		The lightness or darkness of an image (or part of an image).	Texture		The feel, appearance, thickness, or stickiness of a surface (for example: smooth, rough, silky, furry).	Space		The area around, within, or between images or parts of an image (relates to perspective). Positive and negative space.	<p>To be able to explain what a composition is and experiment creating their own composition of objects.</p> <p>To be able to discuss artwork confidently</p> <p>Have a secure knowledge of the colour wheel</p>
Line		Horizontal, vertical, diagonal, straight, curved, dotted, broken thick, thin.																					
Shape		2D (two dimensional)/ flat Geometric (square, circle, oval, triangle) Organic (all other shapes)																					
Form		3D (three dimensional), Geometric (cube, sphere, cone), Organic (all other forms such as: people, animals, tables, chairs, etc).																					
Colour		Refers to the wavelengths of light. Refers to hue (name), value (lightness/darkness), intensity (saturation, or amount of pigment), and temperature (warm and cool). Relates to tint, tone and shade.																					
Value		The lightness or darkness of an image (or part of an image).																					
Texture		The feel, appearance, thickness, or stickiness of a surface (for example: smooth, rough, silky, furry).																					
Space		The area around, within, or between images or parts of an image (relates to perspective). Positive and negative space.																					
		<h3>Artist References</h3> <p style="text-align: center;"><b>Paul Cezanne</b></p> <div style="display: flex; justify-content: space-around;">   </div>																					